

# YEAR ONE LEARNING PARTNERSHIP



inquire create flourish



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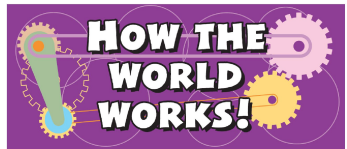
# UNITS OF INQUIRY



*Relationships develop through interaction and communication*



*Organisations can create and develop solutions to problems*



*People apply their understanding of the world to create*



*Places change over time*



*There are factors that impact the survival of living things and their habitat*



*Story communicates culture and identity*

# LEARNING PARTNERSHIPS

Units of Inquiry - 'Experts in your field' and possibly life experiences.  
If you are able to support any of the units please let us know

## **You Tell Us Interviews - Week of Monday 17th February 2020**

- What do I need to know to support your child?
- Tell me something you're really proud of about your child
- What would you say your child's strengths are?

Classroom Helpers - We are interested in having you help out in the classroom. A sign up sheet will come your way in term 2 :)

Excursions - You will be notified of these via Geddup

Swimming Dates - October 19th-30th

Writing Celebrations - We celebrate each writing unit in a special way. You will be informed via Geddup of the details.



# WE APPRECIATE YOUR SUPPORT!

- The 'soft starts' have been really beneficial in maximising the beginning of our day, so thank you!
- We recommend your child have their eyesight tested if this has not been done recently.
- Being mindful of distributing birthday invitations - please hand out outside of school (if whole class is not invited).

# COMMUNICATION

- Your child's classroom teacher is the first point of contact (email preferable)
- Absences - email your child's classroom teacher
- Geddup - year level updates
- Seesaw - students and teachers sharing learning moments
  - parents are welcomed to leave an encouraging comment



## **Promoting Effective School Communication**

The following school-wide communication guidelines were established to support and strengthen the home-school partnership.

### **Principal Team**

**Principal:** Marcus Wicher

**Assistant Principal / Head of Teaching, Learning & Wellbeing:** Sharron Bailey

**Assistant Principal / Head of Teaching, Learning & Wellbeing:** Ben Zonca

**Assistant Principal / Head of Operations & Wellbeing:** Michael Wainwright

### **Who should I contact?**

- 1.) As always, all questions or concerns that relate to your child's learning and wellbeing are to be directed through your child/ren's classroom teacher.
- 2.) If you have met or spoken with your child's teacher (or it is not appropriate to do so) and further clarification or support is required, please contact a member of the principal team.
- 3.) The school principal is always happy to provide support and guidance but it is preferred that either the classroom teacher or an assistant principal is consulted first.

## **Email Communication Guidelines**

**Email Hours:** Where possible please send emails to staff between the hours of 7.30am and 6.00pm (weekdays only). Staff are not encouraged to be checking work emails outside of these hours. If a matter is urgent, please contact the school office for support. Please note that emails sent on a Friday afternoon from 4:00pm will not be actioned until at least Monday morning. As such and where possible, please avoid sending emails to staff during these hours. Again, if your matter is urgent, please contact the school office for support.

### **How long should I wait for reply?**

Due to often unpredictable nature of our work, if you have emailed the school (teacher or principal team member) and have not received a response within 48 hours (i.e. that person could be ill, on a camp or managing a large volume of enquiries), please feel encouraged to contact the office and the appropriate person will call you back.

## **Geddup**

Geddup is the platform used to distribute information within the community. Each week, you will receive the school newsletter via Geddup. This newsletter will contain important updates, and articles that relate to school events, learning, wellbeing and positive parenting. Year level teams and classes will also distribute information via Geddup. In addition to this, parents are also be able to sign up for parent teacher interviews via Geddup.

Geddup is also used to mobilise volunteers for the Stephanie Alexander Kitchen Garden program, in the canteen and for Parents Association events. It is also used to promote other school events such as information nights and guest speakers.

\*\* It is important to note that Parent to teacher communication is best delivered via email. Geddup is a more useful tool for distributing information to the whole school or specific groups.



## **Absence Notifications:**

The school has an automated email notification system to inform parents when a student absence is marked by the teacher as being unexplained. This automated system has been set up so that email messages are sent to parents at 9.30am each day, prompting you to provide an explanation for a student absence (if your child is away).

### **Sample Email Notification**

#### **Absence Notification System**

Dear Parent / Carer,

Your {son\_daughter} {student\_first\_name} {student\_surname\_initial} was marked absent from school {absence}. Please email your child's classroom teacher to explain this absence.

Kind Regards,

Auburn South Primary School

To assist the school in managing student attendance, we encourage all families to contact your child's classroom teacher/s or the office directly when absence reasons are known prior to the date of absence.

#### **To assist further, please observe the following:**

- Absence notifications must be provided in writing (email is fine)
- Parents can notify teachers of an absence by email up until 6pm the day before (in accordance with email communication advice sent to parents on 14 Feb)
- On the day of an absence, parents are requested to call the school office between 8.30am and 9.15am
- At 9.30am, unexplained absences will be aggregated and parents will be sent an email notification and request for absence explanation

If you have any questions, please see your child's classroom teacher or contact the office for support.

# HOME LEARNING



I can use clues from the text to make predictions

Term 1 Week 3

| Date | Book Title | What did you discuss? | Read to an adult | Read by an adult | Read together |
|------|------------|-----------------------|------------------|------------------|---------------|
|      |            |                       |                  |                  |               |
|      |            |                       |                  |                  |               |
|      |            |                       |                  |                  |               |
|      |            |                       |                  |                  |               |

Home Reading Log - Building a reader at home and Comprehension Prompts



You reading to your child, not always the child reading!

**Borrow:** Monday

**Return:** Friday

Ways to read:

- Read the pictures
- Read the words
- Retell the story

**My Home Reading Log**



# HOME LEARNING

## Department of Education and Training Guidelines:

| Year Level     | Guidelines  |
|----------------|---|
| Prep to Year 4 | <ul style="list-style-type: none"><li>• Should not be seen as a chore</li><li>• Enables the extension of class work by practising skills or gathering of extra information or materials</li><li>• Will mainly consist of daily reading to, with, and by parents/carer or older siblings</li><li>• Will generally not exceed 30 minutes a day or be set on weekends or during vacations.</li></ul> |

|             |   |
|-------------|---|
| <b>Prep</b> | <p><b>Reading:</b> Up to 15mins to, with, and by adults consisting of take home books and independently selected books.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>   |
| <b>Yr1</b>  | <p><b>Reading:</b> Up to 15mins of reading to, with, and by adults consisting of take home books and independently selected books.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p>  |
| <b>Yr2</b>  | <p><b>Reading:</b> Up to 20mins of reading to, with, and by adults consisting of <u>take</u> home books and independently selected books focus on discussion with students.</p> <p>At various times throughout the year students may have Home Learning related to units of inquiry.</p> <p>Teachers may provide supplementary Home Learning tasks that are developmentally appropriate for students to review a particular skill or concept.</p> |

**YEAR 1 EVENT TEAM**

# FATHER'S DAY EVENT TEAM 2020

**CALLING ALL YEAR 1 PARENTS:  
YEAR 1 EVENT TEAM IS  
LOOKING FOR TEAM MEMBERS**

**4 SEPT 2020**

**Do you have new ideas  
for our annual Father's Day  
event?**

**Do you want to be part of  
fun exciting parent-led  
team?**

**Sign up now!  
[auburnsouthparentse@gmail.com](mailto:auburnsouthparentse@gmail.com)**



Calling on volunteers...

With the leadership of the Parents Association each Year Level has taken on the responsibility of coordinating an event connected to the school. This is a great opportunity to make connections with the wider school community.

THANK YOU!